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ABSTRACT

This paper describes a program designed to prepare teachers to teach reading. Nine general objectives and 10 categories of behavioral objectives are listed. For each objective within the program, the student will have at least two choices of instructional modes. In addition, students may plan their activities for achieving a stated objective by negotiating with the professor. Complete development of each instructional module requires the production of a prospectus, preassessment procedures, instructional options, and postassessment procedures. Diagrams that illustrate the projected sequence of a student through the course, the basic conceptual design of the modules, and the student's route through a module are included. (PD)

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ELEMENTARY SCHOOL READING INSTRUCTION

A DESIGN FOR A READING TEACHER EDUCATION COURSE

using

COMPETENCY-BASED INDIVIDUALIZED MODULAR INSTRUCTION

by

Edward E. Hakanson

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This program is designed to prepare teachers to teach reading. The planners of this curriculum for preparing students to teach reading subscribe to the notion that for effective reading a person needs to be able to comprehend as well as decode the symbols on the printed page. Therefore, this curriculum will be balanced in the presentation of the skills involved in learning to read. In addition, most of the items traditionally contained in a program for the preparation of reading teachers will be included in this curriculum.

Upon completing this program in the teaching of reading, students should be able to fulfill the requirements of the following general objectives:

1. Describe the nature of reading.
2. Explain the inter-relationship of reading with the other language arts.
3. Describe the effects of environment upon the language development of children.
4. Demonstrate verbally his knowledge of the diverse skills needed by a successful reader in each of the following categories:

   a. Readiness
   b. Word Recognition
   c. Comprehension
   d. Basic Study Skills

5. Describe appropriate instructional activities for develop- the skills in each category of number 4.
6. Describe appropriate strategies for developing pupils' interests and tastes in reading.

7. Indicate his knowledge of the various approaches available for teaching reading including the advantages and disadvantages of each.
8. Diagnose the capabilities and the reading instruction needed by the children he is teaching.
9. Demonstrate his competence in the use of strategies for teaching reading in his work with children.

In addition to the general objectives stated above, the scope of the course is more specifically described by a list of behavioral objectives. These objectives are grouped into ten units as follows:

I. General Background
II. Readiness
III. Word Recognition
IV. Developing Interests and Tastes
V. Comprehension
VI. Instructional Approaches and Materials
VII. Developing Basic Study Skills & Reading in the Content Fields
VIII. Diagnosis and Evaluation of Individual Abilities
IX. Organizing for Instruction
X. Choosing Instructional Approaches and Materials

The projected sequence of a student through the course is diagrammed in Figure I. All students will enter the course through Unit I and complete this unit before proceeding. Units II through VI may be done simultaneously and in any order. Unit VII may be started as soon as Unit V is completed. Students must complete all previous units before entering Unit VIII which proceeds Units IX and X which may be accomplished simultaneously. Unit I through

VII are considered as units which provide the knowledge base for actual work with children. In Units VIII through X students will be involved with objectives which will make use of the knowledge obtained in the previous units and with new knowledge objectives as well as with objectives which will build and test student skill in work with children.

Within each unit are a series of instructional modules designed to assist students in meeting the behavioral objectives stated. The basic conceptual design of the modules is illustrated by Figure II.

For each objective within the program the student will have at least two choices of instructional mode, e.g. a choice between attempting to meet the objective through reading one or more journal articles or viewing a video tape presentation. In addition, the student may decide to follow his own direction in order to reach the objective by planning his own activity. Permission for this option must be negotiated with his professor. Theoretically, more instructional options could be provided. However, in the light of present limitations at Drake it was decided to limit the options provided to two with the understanding that the number of options could be expanded at a future date.

Complete development of each instructional module requires the production of each of the following:

1. Prospectus--a description of the objective for the module and the instructional choices available. Also included are any special directions.
2. Pre-assessment procedures.
3. Instructional options.
4. Post-assessment procedures.

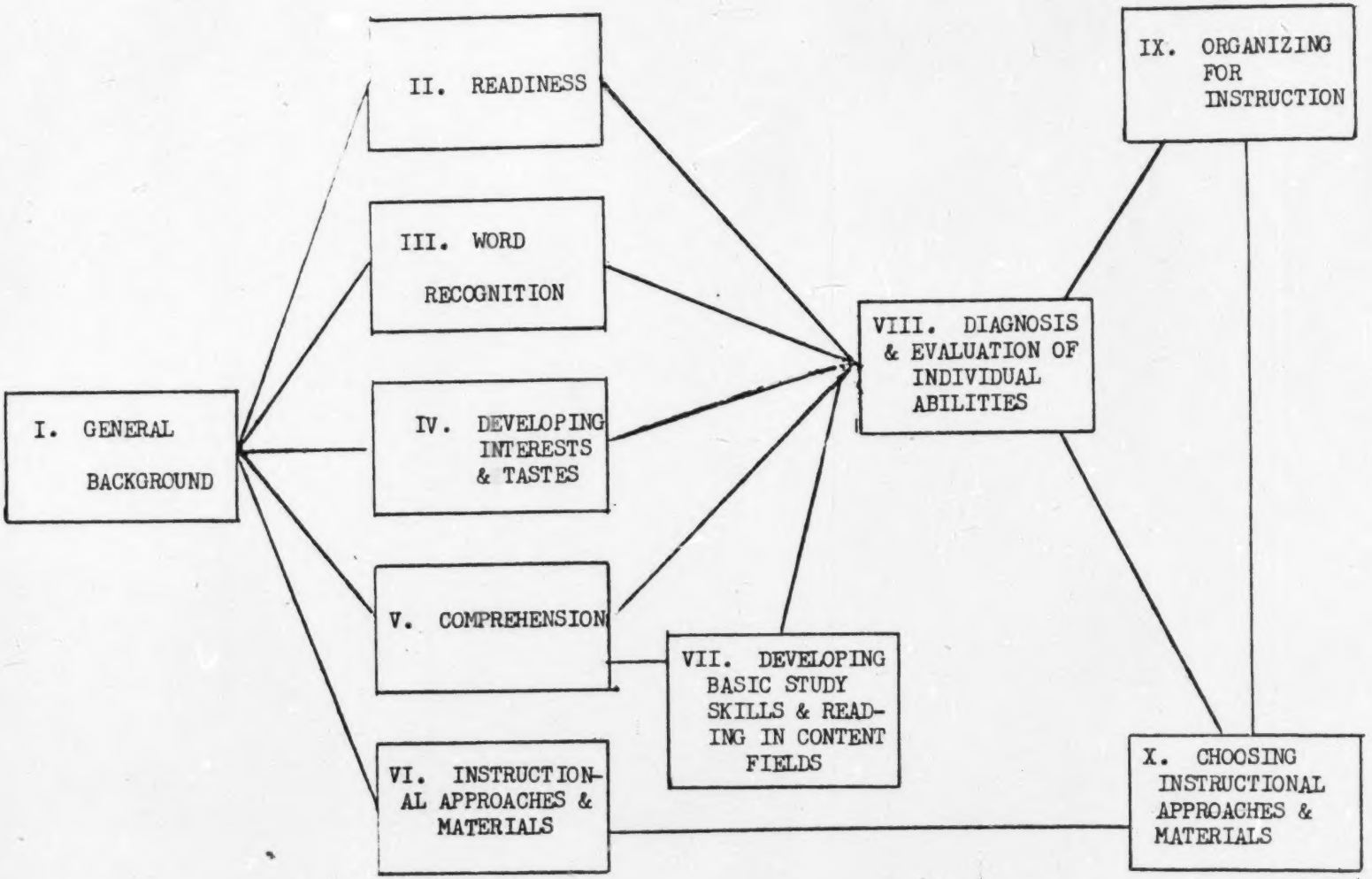
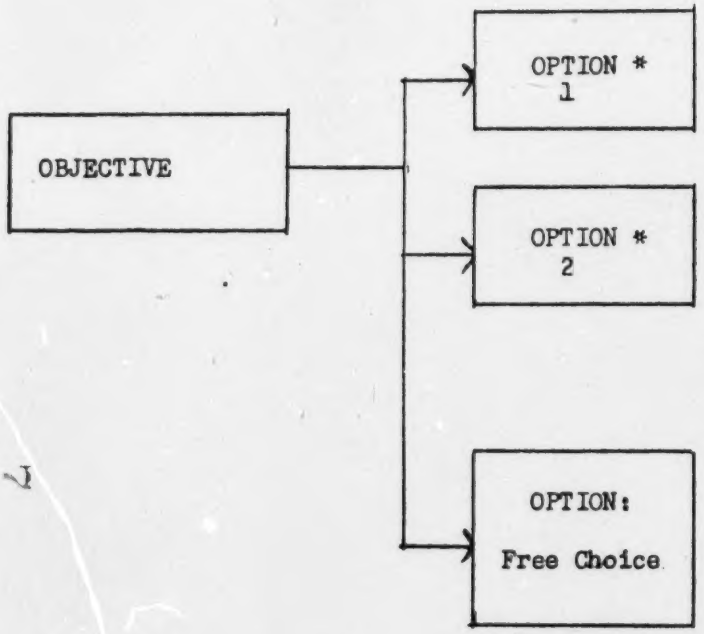

I. GENERAL BACKGROUND
II. READINESS
III. WORD RECOGNITION
IV. DEVELOPING INTERESTS & TASTES
V. COMPREHENSION
VI. INSTRUCTIONAL APPROACHES & MATERIALS
VII. DEVELOPING BASIC STUDY SKILLS & READING IN CONTENT FIELDS
VIII. DIAGNOSIS & EVALUATION OF INDIVIDUAL ABILITIES
IX. ORGANIZING FOR INSTRUCTION
X. CHOOSING INSTRUCTIONAL APPROACHES & MATERIALS

FIGURE I. READING COURSE SEQUENCE



* Choice of learning modes may include:

Tutoring by University Staff

Text books

Journal articles

Independent study

Slide-tapes

Films

Film Strips

Audio tapes

Seminar and discussion groups

Lecture

Micro-teaching

Etc.

FIGURE II. BASIC INSTRUCTIONAL MODEL

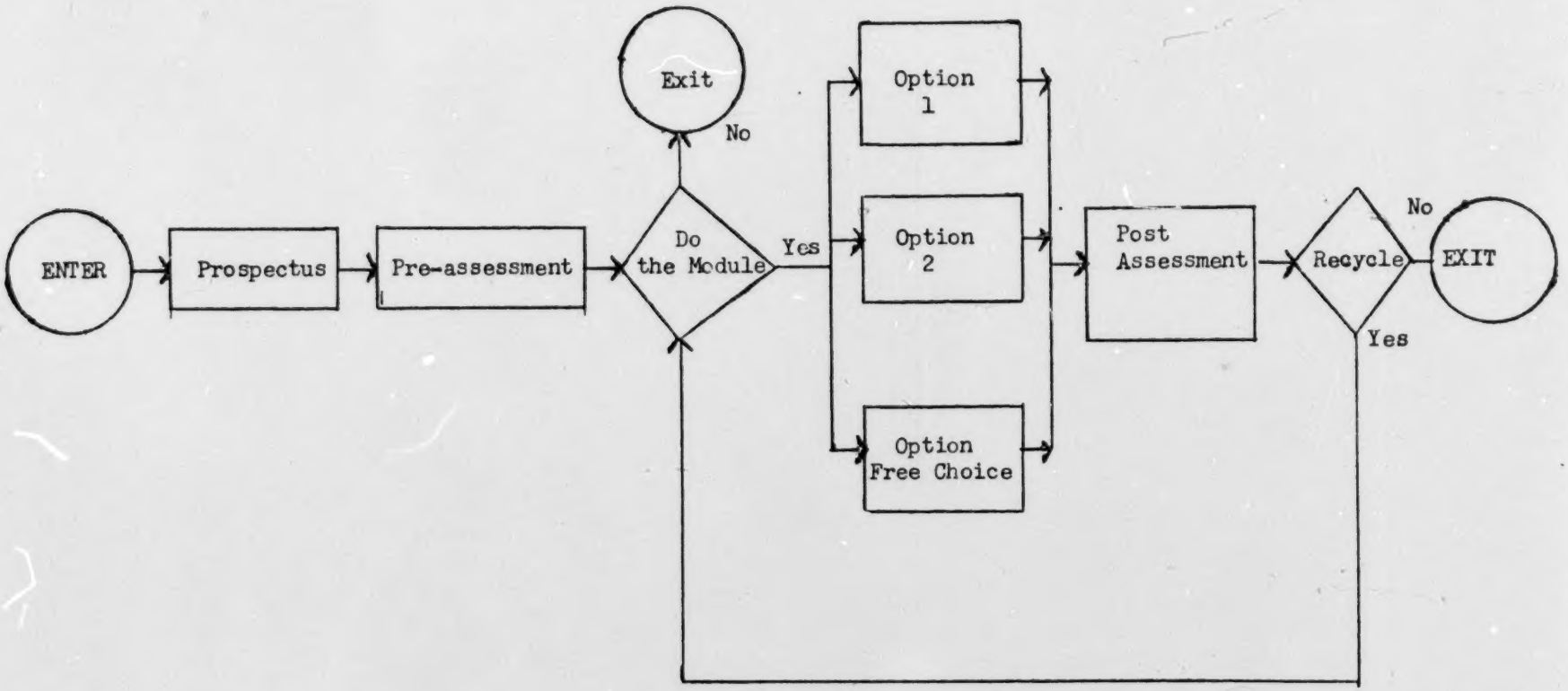


FIGURE III INSTRUCTIONAL MODULE PROCEDURE

Figure III indicates the pathway a student would follow through the modules. If he should perform acceptably in the pre-assessment phase, he would bypass that module and proceed to other modules. In addition, this procedure provides for recycling of students who do not succeed the first time through the module again by selecting another option.

The design of the course and the modules within it allow for the facilitation of individualization. Continuous evaluation which is built into the program provides students with the opportunity to skip parts of the course already achieved and provides a check on the learner's achievement as he proceeds with the instruction. The rate of progress through the course is determined by the student's rate of achievement which he controls.